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ABSTRACT

Using a sample of all graduates and a randomly chosen group of leavers (those who had completed three terms over a four-year period), a study was conducted at Chemeketa Community College to develop a model survey instrument for employers to evaluate the automotive technology program. Several steps were followed in the development process, including the creation of a flow chart of the study activities, a literature review, and the identification and location of previous students and their employers. (Since tracking former students and employers is the most time consuming and expensive of these steps, a college wishing to conduct such a survey needs to have an easy-to-use and accurate data system.) A two-page survey form was produced, of which the first page covers general topics and is applicable to any college program while the second page focuses on specific curriculum questions. Because of its design, it can be used by any community college occupational program (1) to acquire meaningful information from employers which can be applied to program review and planning, (2) to involve a technology advisory committee in the follow-up process, and (3) to satisfy both the instructional needs of the college program and the guidelines of the state and federal governments. (Copies of the flow chart and the questionnaire are included.) (ELG)

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ED156888

# "MODEL PROGRAM FOR SURVEYING EMPLOYERS OF AUTOMOTIVE TECHNOLOGY GRADUATES"

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Project Number: 24650-113, IR

For: Oregon State Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JUNE 1978

CE 017 235

Appendix A

# A B S T R A C T

TO BE COMPLETED BY PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR

Project Title: Model Program for Surveying Employers of Automotive Technology Graduates

Project Director/Principal Investigator and Organization: Thomas L. Woodnutt, Assistant for Placement
Chemeketa Community College

Funding Period: March 14, 1977 (From) — March 1, 1978 (To)

NUMBER OF STUDENTS AFFECTED: 62 NUMBER OF STAFF AFFECTED: 4

OBJECTIVES:

1. To acquire meaningful information from employers on former students so sound decisions can be made regarding the educational process.
2. To involve the technology advisory committee in the follow-up process.
3. To develop a model survey instrument for possible adoption in community college occupational programs.

PROCEDURES:

1. A flow chart of activities was developed from the original grant request.
2. The literature available and federal guidelines on employee follow-ups were reviewed.
3. Students were identified, located and their employers identified.
4. The survey instrument was then developed, reviewed, sent to employers and tabulated.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION: When the employers of leavers and graduates are given the opportunity to provide faculty and advisory committees feedback on student on-the-job performance, an important part of the evaluation process of faculty, courses and curriculums will be available. If the results of employer surveys are built into program and course evaluation, both students and their future employers should benefit.

PRODUCT(S) TO BE DELIVERED: The final report which includes a model survey instrument will be provided to the Oregon State Department of Education, Oregon Community Colleges, Automotive programs and a presentation will be made to Oregon Community College staff doing follow-up studies.

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FOR OREGON DEPARTMENT OF EDUCATION USE ONLY

Submitted by: _____ State

Check One:

Approved Contract . . . . . .State Contract No.: _____

In-House. . . . . .State Project No.: _____

Source of P.L. 94-482 Funds:

_____ Sec. 131: $_____ Charged to Fiscal Year _____

_____ Sec. 132: $_____ Charged to Fiscal Year _____

_____ Sec. 133: $_____ Charged to Fiscal Year _____

_____ Other: _____ _____ Charged to Fiscal Year _____
(Source) (Amount)

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(Optional Interim Use 10-77)

## INTRODUCTION

In March of 1977, the Oregon State Department of Education awarded a grant to Chemeketa Community College to develop a "Model Program for Surveying Employers of Automotive Technology Graduates." Follow-up surveys are generally accepted as a means of evaluating the relevance of programs in planning curricular changes. However, the content of follow-up survey is too general to provide accurate information for targeting programs. Surveys seem to fall into one of two categories: (1) ambitious attempts to reach all employers of vocational graduates and (2) information which only deals with narrow segments of curricular programs, making it difficult to generalize about the process of curricular change and improvement.

The concept behind this particular model is an instrument with one section devoted to general curricular information to meet the needs of the college, the state and projected federal guidelines. The second section in the survey can be developed by individual curricular areas with the assistance of employers, advisory committees, etc.

## PROJECT GOALS

The original goals were:

1. To acquire meaningful data from which logical, sound decisions could be made regarding the educational process.
2. To increase the relevance and applicability of occupational curricular information in community colleges.
3. To induce the involvement of the automotive technology advisory committee.
4. To develop a model survey instrument for adoption in community college occupational programs.

BACKGROUND ON CHEMEKETA COMMUNITY COLLEGE FOLLOW-UP

Chemeketa Community College has cooperated with the Oregon State Department of Education in a graduate follow-up of students for the last 4 years. (See Addendum 1). This has provided the college with some overall information on student services and some general curricular information. The response rate has ranged from 17% to 40%. All graduates and a sample of leavers have been surveyed with graduates providing the bulk of the responders. Leavers have been selected on a random basis using those students who did not return to school between Winter and Spring Terms.

Information on the follow-up study of students has been given to the instructional areas and the college administration. The biggest use of the data has been providing the college with employment data for brochures, speeches, etc. Employee feedback on graduates has been provided on a hit and miss basis by advisory members faculty and informal staff surveys mostly concerning how many students are employed in jobs related to their curriculums.

CHEMEKETA AUTOMOTIVE PROGRAM

The Automotive Technology program started in the Fall of 1975 and has graduated two classes. The program is two years in length and requires 93 credits to graduate (see addendum 2 for curriculum). Classes numbering 65 are admitted each Fall term and 20-30 additional students in the Winter quarter. An advisory committee made up of 12 local representatives of the automotive field provide program guidance to a faculty of 6.5 FTE.

IMPLEMENTATION

FLOW CHART

The first step in developing the survey was to develop a flow chart of

activities necessary to meet the guidelines of the proposals (see addendum 3). This process was critical to insure the coordination of activities and documentation.

REVIEW OF LITERATURE

Step one included a survey of literature on employer follow-up, defining terms, development of a cost system and development of a document flow. The State Department of Education was asked for information on employer follow-up and a search was done through ERIC (addendum 4 for Bibliography).

DEFINITION OF TERMS

One critical term in the study which needed to be defined was "leaver". At the time, federal guidelines were not available. The automotive staff was questioned to find at what point they considered their students employable. They considered attending three terms of school as the fifteen competencies to be included in the questionnaires. These were to include the main competencies they felt a student who finished the first year should have mastered. The Associate Director for the automotive program secured the cooperation of the Advisory Committee to review the competencies and questionnaires.

MEETING FEDERAL GUIDELINES

In the development of the instrument, consideration was given to meeting the legislative foundations for the development and operation of the National Vocational Education Data reporting and counting system in Title I, Section 161 (a) and Section 108 of Public Law 94-482 (Education Amendments of 1976): as well as; Section 437 of GEPA in P.L. 93-380 and as outlined in NCES's data collection package of August 18, 1977.

IDENTIFICATION OF STUDENTS

With the definition of leavers established by the automotive staff being students who completed three terms of shcool, 62 students who met these quidelines were identified. The steps followed in finding the students and their employers were:

1. Call student at last phone number the college had on record.
2. Those not reached by phone were then sent letters to the last address the college had on record.
3. The list of those letters was given to the automotive staff upon their return in the Fall to see if any of the remaining students could be found.

Only fourteen students were not found. Of the remaining 48 students, 18 were employed directly in the automotive field.

THE SURVEY INSTRUMENT

As stated earlier, the survey instrument was to be developed to meet both the college's instructional needs and the needs of the state, and federal data gathering process. To do this, a format was used which had one page for information usable on any college program and which met federal and state needs. The second page was for specific curriculum questions. (See addendum 5 for sample of final instrument).

The first draft was then presented to the automotive Advisory Committee, and their recommended changes on competencies and comments on the general questions were included in the final draft.

DISTRIBUTION OF INSTRUMENT

When the original collection of information from former students was done, permission to send the survey instrument to their employers was

not requested because of the recommendations in other follow-up studies. In the federal guidelines, the permission of the students to survey their employers was required. Before distributing the instrument, students were contacted for permission.

The survey was sent via first class mail with a cover letter (addendum 6) to the students' employers.

Initially, those employers who did not respond were to be interviewed, but recommendations based on other studies indicated this process was not worth the cost.

Eleven surveys were returned and two additional were received after follow-up phone calls. One of the main problems encountered in the distribution and follow-up phone calls was the lack of a supervisor's name to which the survey could be directed.

The results of the surveys (addendum 7) will be provided to the Advisory Committee and faculty in the automotive program.

ACCOMPLISHMENTS AND OUTCOME

Chemeketa will be entering into a curriculum review and cost-benefit study of nine curriculums in the year 1978-79 academic year. A major component of the study will be a total follow-up program including an employer section. The purpose of the curriculum review and cost-benefit study will be to improve teaching techniques to improve faculty and facility.

During the identification of student process, the importance of a good internal tracking method of students was identified as critical in an effective follow-up program. As a result, revisions to Chemeketa's internal recordkeeping process is being considered, so students can be effectively tracked.

In developing the survey instrument, the multi-use format was followed. The front side can be used for all programs and can be sent without any additions.

It includes general categories meeting the project needs of Public Law 94-482. If the college or curriculum chooses, the back side can be used to ask specific questions needed by the curriculum or college.

PROBLEMS

Based on the experiences in the TEX-SIX study, the interviewing of employers by staff was eliminated. Their experience showed the cost of interviewing did not justify the increase in returns.

Just prior to the original mailing date of the survey, a representative of the Oregon Department of Education called to say he had heard a speaker discuss the TEX-SIX study and that they were going to revise their survey instrument and model to improve returns. Upon calling, it was found their new instrument would not be ready for another month. The original mailing date was then reset so their instrument could be reviewed. Their changes in format and suggestions on wording simplification were built into the new survey instrument.

Another problem involved was trying to locate graduates and leavers up to two years after they had left Chemeketa. Even though the Salem area seems less mobile than many parts of the country, students still relocate. It seems the quicker you can contact former students after they leave, the better your return rate. Also, students should be informed while they still are in school about the upcoming follow-up.

EVALUATION

The instrument and design was reviewed by the automotive advisory committee and the outside advisory committee made up of a representative of the Oregon State Department of Education, as assistant dean from Clackamas Community College, Associate Cluster Director Chemeketa Community College, and the Researcher for Chemeketa. Each group made recommendations on wording to simplify terminology on the front page so that employers would feel more comfortable with the survey. The automotive

advisory committee made two changes on the curriculum related questions. Each change clarified questions which had two parts. In one question, a part was eliminated and in the second, the question was turned into two questions.

The results and final report will be provided to the automotive advisory committee in Fall 1978, when they next meet. At this time, they will be encouraged to review the project and the results of the survey. The faculty of the automotive program will review the project, also, when they return in the fall.

CONCLUSIONS

Chemeketa Community College is now in the process of reviewing its follow-up procedures and has began a cost-benefit study both will be integrated and include an employer follow-up. In surveying the staff and faculty, the question "What do employers think" has arisen at all levels. In the past, we have relied upon the program advisory committees to provide input but the need for more specific information for program review and planning is requiring employer follow-ups.

In this study, we have concentrated on the developing of a model not interpreting the data from the survey. This will be the job of the faculty and advisory committee. There were a number of the former students who indicated they took the program for their own benefit and never planned to work in the field. In looking at the statistics, these students showed as not employed in the field even though they never intended to go to work.

We were pleased with the employer cooperation, and those not responding simply said they did not want to take the time to do this type of paperwork.

RECOMMENDATIONS

The most time consuming and costly portion of the survey was the tracking down of former students. The Chemeketa Community College record keeping system

does not making tracking leavers easy. It is a hand process which is slow and cumbersome. If a college is going to use this type of survey, their data system needs to be adapted to quickly and easily identify students leaving programs and maintain an accurate and current mailing address.

Second, you cannot wait until amost two years after a student leaves to try and find them. We were able to find all but fourteen students, but this took a great deal of time and expense in phone calls.

When students are contacted to indicate who their employers are, the name of their direct supervisor and their permission needs to be obtained. The name of a supervisor would lessen the odds of the survey being "lost" and ease the follow-up of non-returned surveys.

FOLLOW-UP AND COMMITMENT

Copies of this report will be provided to the Oregon State Department of Education and the automotive programs of Oregon community colleges. A presentation on the project will be made to the persons responsible for follow-up in the Oregon community colleges. An abstract is being provided to the Center for Vocational Education.

Copies of the implementation handbook (addendum 8) will be provided upon request to other schools and colleges.

Chemeketa will be using the employer follow-up in its cost-benefit study of nine curriculums and also will be using it in the total follow-up program being developed.

The faculty of the automotive program will be requested to complete a "curricular impact statement" in the fall of 1978 to determine the extent and manner of utilization of the survey data in reviewing their curriculum.

CHEMEKETA COMMUNITY COLLEGE
4000 LANCASTER DRIVE NE
P.O. BOX 14007
SALEM, OREGON 97309
TELEPHONE
(503) 399-5000

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Salem, Oregon

TO: Former Community College Students

FROM: Follow-Up Survey

As the new president of Chemeketa Community College, I would like your help so we can build better education programs for Chemeketa students. This survey is being sent to former community college students all over Oregon. It is cooperatively sponsored by community colleges and the Oregon Department of Education.

We are trying to find out (1) What kind of work you are doing now. (2) If you are continuing to go to school, and where. (3) What you thought about Chemeketa.

Your answers will be added to those of other students and are held in strict confidence. Please take a few minutes to complete this questionnaire because the information will help us build a better college. When you have answered this survey, refold it so that the return address is showing and mail. No stamp is needed.

We are most eager to have YOUR input into this project so, please, answer your questionnaire and return it NOW.

Sincerely,

Art Binnie
President
Chemeketa Community College

**DIRECTIONS:**

Each question in the survey has several answers.

1. Pick the best answer.
2. Place the number of that answer in the blank next to the question. or
3. Check the box.

When finished, fold the survey so the college address shows. Postage has been paid.

## GENERAL QUESTIONS

1. ____ (19-20) **What are you doing now? (Mark only one)**
   (01) Going to school full time (12 hours or more a term)
   (02) Going to school part time (less than 12 hours a term)
   (03) Going to school part time and working part time (working *less than* 30 hours a week)
   (04) Going to school part time and working full time
   (05) Going to school full time and working part time
   (06) Going to school full time and working full time
   (07) Working full time (*30 hours or more* a week)
   (08) Working part time (*less than* 30 hours a week)
   (09) Serving in the military
   (10) Looking for a job but cannot find one
   (11) Not seeking a job
   (12) Pursuing personal interest (travel, music)
   (13) Other, please describe _____

2. **Check whether or not you used each of the services at this college. Rate the help you received from each service you used.**

| | Did you use service? Yes | No | Very Satisfactory | Satisfactory | Less Than Satisfactory | Not Available |
|---|---|---|---|---|---|---|
| (21-22) Counseling (personal) | | | | | | |
| (23-24) Counseling (career) | | | | | | |
| (25-26) Financial aids | | | | | | |
| (27-28) Placement (job) | | | | | | |
| (29-30) Veterans affairs | | | | | | |
| (31-32) Health services | | | | | | |
| (33-34) Admissions and registration | | | | | | |
| (35-36) Student activities (government, athletics) | | | | | | |
| (37-38) Advising (selecting class schedule, etc.) | | | | | | |

3. ____ (39) **How do you rate the student services at this college in general?**
   (1) Very satisfactory
   (2) Satisfactory
   (3) Less than satisfactory

4. ____ (40) **How many terms were you in this college?**
   (1) One
   (2) Two
   (3) Three
   (4) Four
   (5) Five
   (6) Six
   (7) More than six

5. ____ (41) **Were you a part-time or a full-time student most of the time you were in this college?**
   (1) Part time
   (2) Full time

6. ____ (42) **How well did this college prepare you for work or future studies?**
   (1) Exceptionally well prepared
   (2) Well prepared
   (3) Not well prepared
   (4) Very poorly prepared

7. ____ (43-44) **If you did not graduate, what was the major reason?**
   (01) I got what I wanted
   (02) Decided to look for a job
   (03) Couldn't go to school & work at the same time
   (04) Took a job in my area of training
   (05) Transferred to another college or university
   (06) Poor grades
   (07) Did not like courses at this college
   (08) Personal reasons (illness, family problems)
   (09) Money problems
   (10) Child care problems
   (11) Transportation problems
   (12) Other, please describe _____

## EDUCATION QUESTIONS

**(If you are not in school now, go to Question 13)**

8. ____ (45) **Is your major course of study in the same subject area as your program at this community college?**
   (1) Yes
   (2) No
   (3) Somewhat

9. ____ (46) **Did you have trouble transferring lower division credits to another college or university?**
   (1) Yes
   (2) No
   (3) Did not take any lower division courses

10. ____ (47) **Did you have trouble transferring occupational credits to another college or university?**
    (1) Yes
    (2) No
    (3) Did not take any occupational courses

11. **Check how well this college prepared you to continue your education in each area.**

| | | Very Satisfactory Preparation | Satisfactory Preparation | Less Than Satisfactory Preparation | Does Not Apply to Me |
|---|---|---|---|---|---|
| (48) | Mathematics | | | | |
| (49) | Writing | | | | |
| (50) | Communication skills | | | | |
| (51) | College major | | | | |
| (52) | Dealing with other people | | | | |
| (53) | Coping with the system (registration) | | | | |

12. ____ (54-55) **Where are you enrolled?**

(01) Eastern Oregon State College
(02) Oregon College of Education
(03) Oregon Institute of Technology
(04) Oregon State University
(05) Portland State University
(06) Southern Oregon State College
(07) University of Oregon (including Health Sciences Center)
(08) OREGON INDEPENDENT COLLEGES (For example: Lewis & Clark, Willamette)
(09) Blue Mountain Community College
(10) Central Oregon Community College
(11) Chemeketa Community College
(12) Clackamas Community College
(13) Clatsop Community College
(14) Lane Community College
(15) Linn-Benton Community College
(16) Mt. Hood Community College
(17) Portland Community College
(18) Southwestern Oregon Community College
(19) Treasure Valley Community College
(20) Umpqua Community College
(21) Rogue Community College
(22) OREGON PRIVATE VOCATIONAL SCHOOLS
(23) Out-of-State
(24) Other, please describe _____

## EMPLOYMENT QUESTIONS

**(If you are not working, please make comments on back page.)**

13. ____ (56-59) **What is your present job title?**

_____

14. ____ **Briefly describe your job.**

_____

_____

15. ____ **In which city and state do you work?**

_____

16. ____ (60) **Is your present job in the same field as your program at this community college?**

(1) Yes
(2) No
(3) Somewhat

17. ____ (61) **If your job is not in the same field as the program you took at this college, why not?**

(1) Tried to find a related job, but was unable to find one
(2) Did not feel qualified in the area I studied
(3) Found I did not like the type of work in the area I studied
(4) Found a better job in another field
(5) Did not plan to work in a job related to my community college program
(6) Did not prepare for a specific career while in community college
(7) Took an available job to put myself through school
(8) Other, please describe _____

18. ____ (62-63) **What is your current monthly income before taxes?**

| *Working full time (30 hrs. or more a week)* | *Working part time (less than 30 hrs. a week)* |
|---|---|
| (01) Under $200 | (10) Under $100 |
| (02) $200–299 | (11) $100–199 |
| (03) $300–399 | (12) $200–299 |
| (04) $400–499 | (13) $300–399 |
| (05) $500–599 | (14) $400–499 |
| (06) $600–699 | (15) $500–599 |
| (07) $700–899 | (16) $600–699 |
| (08) $900–1,199 | (17) $700–899 |
| (09) Over $1,200 | (18) $900–1,199 |
| | (19) Over $1,200 |

19. **Check how well this college prepared you for your present job.**

| | | Very Satisfactory Preparation | Satisfactory Preparation | Less Than Satisfactory Preparation | Does Not Apply to Me |
|---|---|---|---|---|---|
| (64) | Mathematics | | | | |
| (65) | Writing | | | | |
| (66) | Communication skills | | | | |
| (67) | Dealing with the system | | | | |
| (68) | Dealing with others | | | | |
| (69) | Occupational or job skills | | | | |
| (70) | Supervised field or work experience | | | | |
| (71) | Job preparation | | | | |

20. **How happy are you with the following areas of your present job?**

| | | Very Satisfactory | Satisfactory | Less Than Satisfactory |
|---|---|---|---|---|
| (72) | Salary | | | |
| (73) | Chance for promotion | | | |
| (74) | Getting along with fellow workers | | | |
| (75) | The actual work you do | | | |
| (76) | Location | | | |

## OCCUPATIONAL GRADUATE EMPLOYMENT QUESTIONNAIRE

WERE YOU ON ACTIVE DUTY IN THE ARMED FORCES OF THE U.S. WHEN YOU COMPLETED THIS COURSE?

☐ YES *(If "YES," no further questions need to be answered)* ☐ NO *(If "NO," continue questionnaire)*

NAME & ADDRESS OF CURRENT EMPLOYER

CHECK THE BOX BELOW WHICH BEST EXPLAINS WHY YOU HAVE NOT BEEN AVAILABLE FOR EMPLOYMENT IN THIS TYPE OF WORK

☐ I BECAME DISABLED AND CANNOT DO THIS TYPE OF WORK

☐ I BECAME PREGNANT, CAUSING ME TO FOREGO A NEW CAREER

☐ I WAS UNWILLING TO MOVE TO A NEW LOCALITY TO TAKE AN AVAILABE JOB

☐ I HAVE CONTINUED MY SCHOOLING

☐ MY MARITAL STATUS CHANGED, CAUSING ME TO FOREGO A NEW CAREER

☐ OTHER REASONS *(Explain)*

☐ I TOOK THE COURSE FOR PERSONAL ENRICHMENT, AVOCATIONAL, OR RECREATIONAL PURPOSES ONLY *(Not under the G.I. Bill)*

**COMMENTS**

Please use the space below for comments. You might want to list improvements we should make in course content, student services or facilities or to describe your experiences since leaving this college. Thanks for taking time to answer this survey!

Postage Will Be Paid by Addressee

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**BUSINESS REPLY MAIL**

First Class Permit No. 1228, Salem, Oregon

Chemeketa Community College
P.O. Box 14007
Salem, Oregon 97309



ATTN: Office of Work Related Experiences

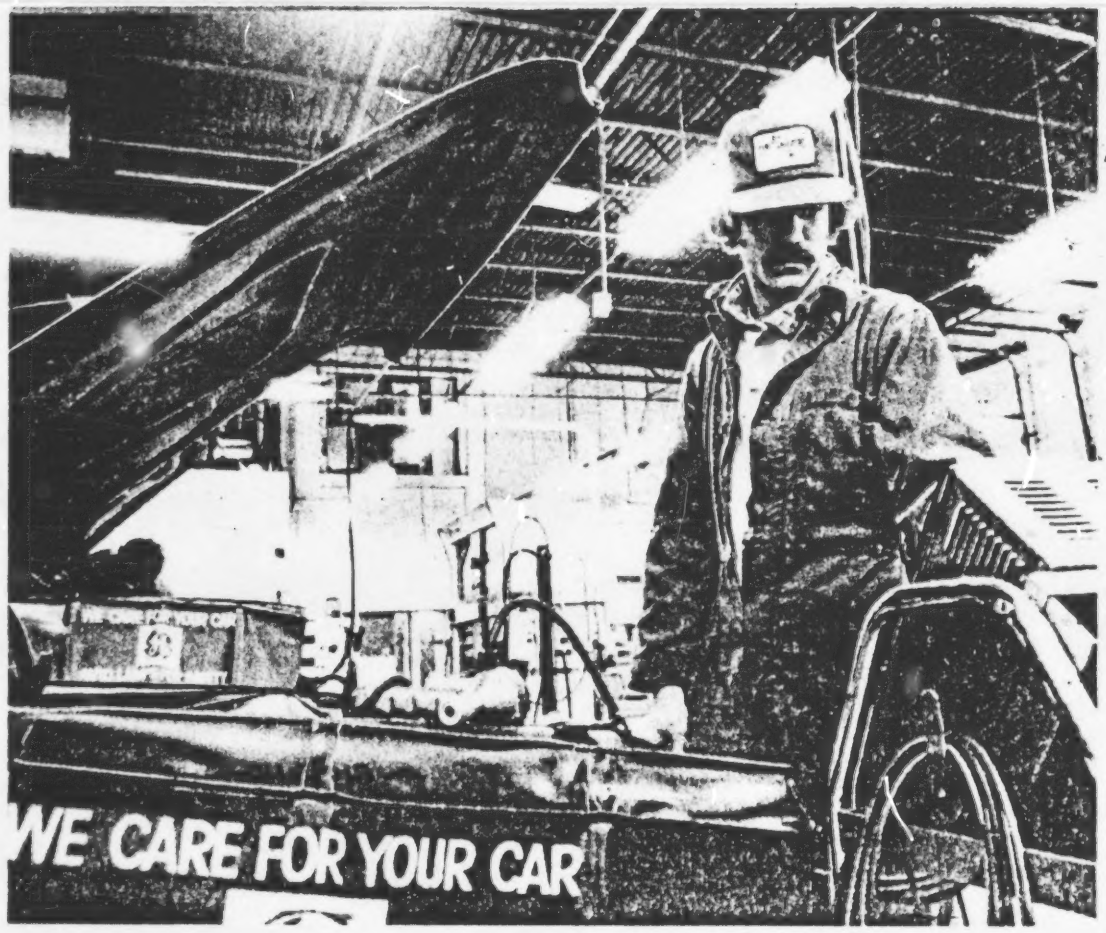
## AUTOMOTIVE TECHNOLOGY

This curriculum provides technical knowledge and skills for automotive maintenance and repair occupations. It includes comprehensive experience based on understanding and skills developed in study of component systems and specialities.

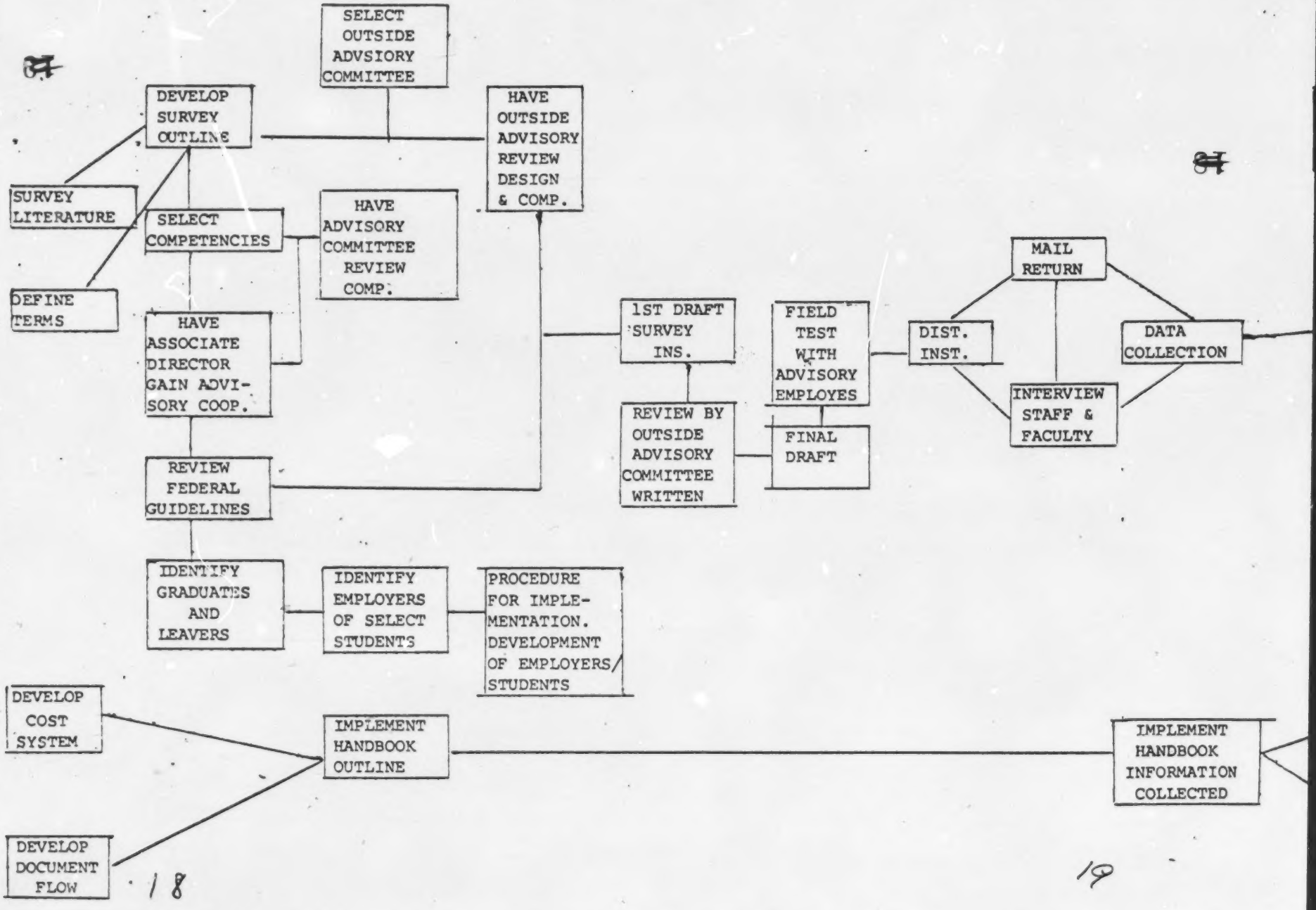
Written and oral communications, along with other general education courses are included to prepare for effective participation in occupational, social and public activities. Related scientific, mathematical and general mechanical principles are stressed throughout the curriculum.

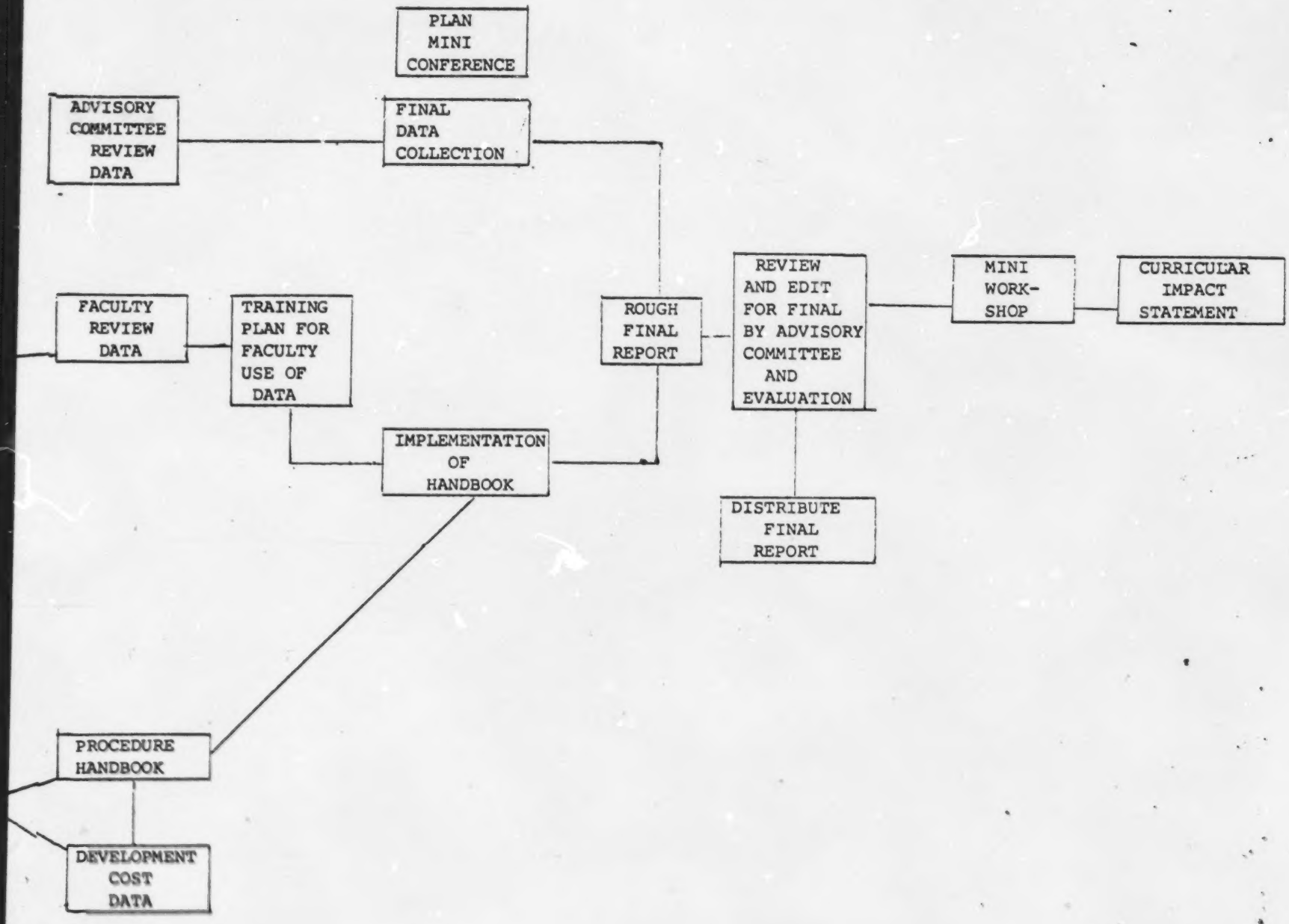
Upon satisfactory completion of the required 93 units, the student is awarded an associate in science degree.

| Course No. | Course Title | Credit Hour |
|---|---|---|
| **Term 1** | | |
| 3.330 | Internal Combustion Engines | 6 |
| 3.304 | Automotive Electrical Systems I | 4 |
| 3.303 | Automotive Shop Safety | 1 |
| 4.135 | Welding | 2 |
| 1.101 | Communication Skills | 3 |
| **Term 2** | | |
| 3.306 | Applied Fluid Mechanics | 3 |
| 3.305 | Power Trains | 5 |
| 3.309 | Technical Diagram Interpretation | 2 |
| 1.104 | Communication Skills | 3 |
| 4.200 | Mathematics | 3 |
| **Term 3** | | |
| 3.307 | Automotive Chassis | 3 |
| 3.301 | Fuel Systems and Carburetion I | 3 |
| 3.327 | Automotive Repair I | 4 |
| 3.308 | Automotive Machine Shop | 3 |




| | | |
|---|---|---|
| **Term 4** | | |
| 3.316 | Fuel Systems and Carburetion II | 4 |
| 3.325 | Automotive Transmission | 3 |
| 3.328 | Automotive Repair II | 4 |
| | General Education Elective | 3 |
| **Term 5** | | |
| 3.329 | Automotive Repair III | 4 |
| 3.317 | Automotive Electrical Systems II | 4 |
| 3.319 | Automotive Auxiliary Systems | 4 |
| 3.320 | Automotive Service Operations | 2 |
| | General Education Elective | 3 |
| **Term 6** | | |
| 3.330 | Tune Up and Diagnosis | 6 |
| 3.326 | New Automotive Developments | 3 |
| Psy100 | Introduction to Psychology | 3 |
| 3.302 | Automotive Materials | 2 |
| | General Education Elective | 3 |


SELECT OUTSIDE ADVSIORY COMMITTEE
DEVELOP SURVEY OUTLINE
HAVE OUTSIDE ADVISORY REVIEW DESIGN & COMP.
SURVEY LITERATURE
SELECT COMPETENCIES
HAVE ADVISORY COMMITTEE REVIEW COMP.
DEFINE TERMS
HAVE ASSOCIATE DIRECTOR GAIN ADVI-SORY COOP.
1ST DRAFT SURVEY INS.
FIELD TEST WITH ADVISORY EMPLOYES
MAIL RETURN
DIST. INST.
DATA COLLECTION
INTERVIEW STAFF & FACULTY
REVIEW BY OUTSIDE ADVISORY COMMITTEE WRITTEN
FINAL DRAFT
REVIEW FEDERAL GUIDELINES
IDENTIFY GRADUATES AND LEAVERS
IDENTIFY EMPLOYERS OF SELECT STUDENTS
PROCEDURE FOR IMPLE-MENTATION. DEVELOPMENT OF EMPLOYERS/ STUDENTS
DEVELOP COST SYSTEM
IMPLEMENT HANDBOOK OUTLINE
IMPLEMENT HANDBOOK INFORMATION COLLECTED
DEVELOP DOCUMENT FLOW


PLAN MINI CONFERENCE
ADVISORY COMMITTEE REVIEW DATA
FINAL DATA COLLECTION
FACULTY REVIEW DATA
TRAINING PLAN FOR FACULTY USE OF DATA
ROUGH FINAL REPORT
REVIEW AND EDIT FOR FINAL BY ADVISORY COMMITTEE AND EVALUATION
MINI WORK-SHOP
CURRICULAR IMPACT STATEMENT
IMPLEMENTATION OF HANDBOOK
DISTRIBUTE FINAL REPORT
PROCEDURE HANDBOOK
DEVELOPMENT COST DATA

## Bibliography

Clark, Donald L., Follow-up of Maple Woods Community College Occupational Graduates, 1970-1974, Final Report, Kansas City, Missouri

Gell, Robert L., The Employers: A Survey of Employers Who Have Hired Montgomery College Graduates, Rockville, Maryland, Office of Institutional Research, 1974

Patterson, Larry K., Graduate Employer Follow-up, TEX-SIX Follow-up, Amarello College, Texas

Snyder, Fred A., The Employment of Career Graduates, Harrisburg Area Community College, Pennsylvania

Vocational Education Success Measures and Related Concerns, Washington State Advisory Council on Vocational Education, Olympia, 1975

CHEMEKETA COMMUNITY COLLEGE
(Employer Questionnaire)

Date_____
Name of Employee_____ SS#_____
Employer_____ Phone #_____
Employers Address_____
How long has the employee worked with your firm?_____ Job Code_____
How many full and part-time jobs are at your location?_____ *Please complete all questions on this form even if the employee no longer works for your firm. If the employee works, or has worked for your firm, please have a supervisor familiar with the work of the employee fill out the questionnaire. If there are any questions, please call Tom Woodnutt at 399-5026.*

Name and Title of Supervisor_____
Signature of supervisor doing rating_____
Employee's Job Title_____
Brief Description of employee's duties_____

Please indicate your rating of the employee as compared with other workers in the same work group. If the employee is the only one doing this work, please compare the work with previous employees or with your expected work standards:

Please rate the school training received by the above named former vocational student in relation to the job he/she is performing.

| | Has all of skills needed | Has most of skills needed | Has many of skills needed | Has few of skills needed | Has none of skills needed |
|---|---|---|---|---|---|
| Computation (Math) skills of the job | 5 | 4 | 3 | 2 | 1 |
| Technical skills of the job (why and how to perform the job) | 5 | 4 | 3 | 2 | 1 |
| Communication Skills of the job | | | | | |
| Reading | 5 | 4 | 3 | 2 | 1 |
| Writing | 5 | 4 | 3 | 2 | 1 |
| Speaking | 5 | 4 | 3 | 2 | 1 |
| Work Quality | 5 | 4 | 3 | 2 | 1 |
| Operation of the tools and equipment used on the job | 5 | 4 | 3 | 2 | 1 |
| | Uses all safety procedures | Uses most safety procedures | Uses many safety procedures | Uses few safety procedures | Uses no safety procedures |
| Safety Procedures | 5 | 4 | 3 | 2 | 1 |
| | Very High Productivity | High Productivity | Good Productivity | Low Productivity | Very Low Productivity |
| Work Quantity | 5 | 4 | 3 | 2 | 1 |

In comparison with others in the same work group, how would you rate the employee's overall performance. If in a small work group, please compare to past employee's.
In the top ⅕_____ In the top ⅖_____ In the bottom ⅕_____ In the bottom ⅖_____

What was the source that assisted you in hiring this employee? Private/State Employment_____
Agency_____ Faculty Member_____ College Placement_____ other_____

14. Does the employee have a working knowledge of the safety practices which should be followed? Yes____No____Comments_____

_____

15. Is the employee able to select and properly use the equipment and repair publications in your shop? Yes____No____Comments_____

_____

16. Does the employee have the skills to perform repair operations on brake, steering, and suspension systems with minimum supervision? Yes____No____Comments_____

_____

17. Does the employee have an intermediate skill level and the ability to perform repairs on electrical accessory components with minimum supervision? Yes____No____Comments

_____

18. Does the employee have the working knowledge to perform repairs on the charging, starting, ignition, fuel, and emission control systems at an intermediate skill level? Yes____No____Comments_____

_____

19. Is the employee capable of diagnosing and performing repairs to the engine and cooling system at an intermediate level? Yes____No____Comments_____

_____

20. Can the employee perform intermediate skill level repairs on the drive train components of an automobile? Yes____No____Comments_____

_____

21. Can the employee perform diagnosis using electronic diagnostic equipment? (scopes, infra-ray, etc.) Yes____No____Comments_____

_____

22. Is the employee's attitude toward his craft positive? Yes____No____Comments_____

_____

23. General Comments_____

_____

_____

_____

Dear Employer,

Attached you will find a brief questionnaire on a former student from the Automotive Technician Program at Chemeketa Community College. This survey is being done in cooperation with the faculty and Automotive Advisory Committee to help evaluate the automotive program.

The information on each individual is strictly confidential. The results of the combined surveys will be presented to the faculty and Advisory Committee. If you would like a copy, please complete the form at the bottom of this letter and return it with the questionnaire.

Please return the questionnaire as soon as possible in the enclosed prepaid envelope. If you have any questions, please call me at 399-5026.

Sincerely,

Tom Woodnutt
Placement

TW/ez

---

Name _____

Firm _____

Address _____

_____

| | Has all of skills needed | Has most of skills needed | Has many of skills needed | Has few of skills needed | Has none of skills needed |
|---|---|---|---|---|---|
| Computation (Math) skills of the job | 8 | 2 | 1 | 2 | 0 |
| Technical skills of the job (why and how to perform the job) | 4 | 2 | 6 | 1 | 0 |
| Communication Skills of the job | | | | | |
| Reading | 7 | 2 | 2 | 2 | 0 |
| Writing | 7 | 2 | 1 | 2 | 1 |
| Speaking | 7 | 1 | 3 | 2 | 0 |
| Work Quality | 5 | 5 | 3 | 2 | 0 |
| Operation of the tools and equipment used on the job | 4 | 5 | 3 | 1 | 0 |
| | Uses all safety proced. | Uses most safety procedures | Uses many safety procedures | Uses few safety procedures | Uses no safety procedures |
| Safety Procedures | 3 | 8 | 1 | 1 | 1 |
| | Very high Productivity | High Productivity | Good Productivity | Low Productivity | Very Low Productivity |
| Work Quantity | 5 | 4 | 2 | 2 | 1 |

In comparison with others in the same work group, how would you rate the employee's overall performance. If in a small work group, please compare to past employee's. In the top ¼ 5 In the top ½ 3 In the bottom ½ 0 In the bottom ¼ 2.

Does the employee have a working knowledge of the safety practices which should be followed? 13 Yes

Is the employee able to select the properly use the equipment and repair publications in your shop? 11 Yes 1 No

Does the employee have the skills to perform repair operations on brake, steering, and suspension systems with minimum supervision? 10 Yes 2 No

Does the employee have an intermediate skill level and the ability to perform repairs on electrical accessory components with minimum supervision 7 Yes 4 No

Does the employee have the working knowledge to perform repairs on the charging, starting, ignition, fuel, and emission control systems at an intermediate skill level? 9 Yes 2 No

Is the employee capable of diagnosing and performing repairs to the engine and cooling system at an intermediate level? 10 Yes 2 No

Can the employee perform intermediate skill level repairs on the drive train components of an automobile? 8 Yes 2 No

Can the employee perform diagnosis using electronic diagnostic equipment? (scopes, infra-ray, etc.) 9 Yes 1 No

Is the employee's attitude toward his craft positive? 9 Yes

# BUDGET

TITLE OF PROJECT MODEL PROGRAM FOR SURVEYING EMPLOYERS OF AUTOMOTIVE TECHNOLOGY GRADUATES

| | TOTAL COSTS | LOCAL COSTS | FEDERAL COSTS |
|---|---|---|---|
| A. 1000 Instruction | | | |
| 100 Salaries . . . . . | | | |
| 200 Employee Benefits . . . . . | | | |
| 300 Travel . . . . . | | | |
| Other Purchased Services . . . | | | |
| 400 Supplies . . . . . | | | |
| Instruction Subtotal | | | |
| B. 2210 Improvement of Instructional Services | | | |
| 100 Salaries . . . . . | $ 15,650 | $ 9,400. | $ 6,250. |
| 200 Employee . . . . . | 3,443 | 2,068 | 1,375 |
| 300 Travel . . . . . | | | |
| Other Purchased Services . . | | | 1,234 |
| 400 Supplies . . . . . | 650 | 450 | 400 |
| Improvement of Instructional Services Subtotal | | | |
| C. 2220 Educational Media Services | | | |
| 100 Salaries . . . . . | | | |
| 200 Employee Benefits . . . . . | | | |
| 300 Purchased Services . . . . . | | | |
| 400 Supplies . . . . . | | | |
| Educational Media Services Subtotal | | | |
| D. 2500/2600 Support Services Business/ Central | | | |
| Indirect Cost @ 8 % | 1,694 | 953 | 741 |
| Support Service Business and Central Subtotal | | | |
| E. Other (include explanation). . . . | | | |
| Other Subtotal | | | |
| Column Total | $ 22,871 | $ 12,871 | $10,000 |

# IMPLEMENTATION HANDBOOK;
# EMPLOYER FOLLOW-UP SURVEY

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Project Number: 24650-113, IR

For: Oregon State Department of Education

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The purpose of this handbook is to provide a guideline for preparing an employer based follow-up of community college curriculums.

Prior to starting into an employer follow-up, the institution needs to consider the following:

1. Who will be selected? Graduates, leavers, etc.
2. Do we have the internal system necessary to identify the students selected?
3. Will there be specific curriculum related questions included?
4. Will advisory committees be involved in reviewing questions?
5. What role will the faculty play?

The student follow-up is the base of the employer survey process. During the surveying of students it is necessary to have students provide the name, address and phone number of their employer. Also, if possible, the former students direct supervisor's name and phone number needs to be requested. Permission to contact the student's employer should also be secured.

DEVELOPING THE SURVEY INSTRUMENT

Attached is a copy of a suggested survey instrument. The instrument was developed for an automotive program but by changing the curriculum related questions on page two it could be used for any program.

If special curriculum questions are to be used, the following procedure can be used.

1. Have faculty select those competencies they feel are critical and develop those into questions.
2. Have the advisory committee review to get an employers viewpoint on the questions.

If any automated tabulating system is to be used, consideration needs to be given to developing the questions so they maybe coded. The front half of the instrument can be coded in its present state.

When the survey is sent a cover letter is needed to explain the purpose of the survey to employers. It would be helpful to have the letter signed by a curriculum person and it can be co-signed by an advisory committee member. This might help in improving returns.

DISTRIBUTION OF SURVEY

The survey instrument along with a cover letter and prepaid return envelope should be sent first class mail to the students direct supervisor. If the survey is not sent directly to someone they have a tendency to get misplaced and in following-up later, it is difficult to locate who to ask to complete the survey.

When large number of surveys are being sent you may want to do a second mailing after two weeks to the non-returners as a reminder. With a small number it is easier and quicker to phone the employers as a reminder. Missing surveys can then be mailed upon request.

If a large number of surveys are being sent and a high return rate is required, phoning of non-returners can also be done. This is costly and takes a good deal of time but should greatly improve responses.

SUMMARY

A by-product of this type of survey will be statistics on employment of graduates and leavers. Also, a good record-keeping process to identify leavers will need to be established.

The sooner after a student leaves the college you begin the follow-up process the better chance of locating them you will have. They should be prepared before leaving that a survey will be done within a few months and encouraged to provide new addresses.

How the results of this type of survey are used should be decided in the first phase. The cost of a program like this in time and money requires the data gathered to be put to more use than simply speech subjects.